

MOST ESSENTIAL LEARNING COMPENTENCY	General Objective: Infer the speaker’s tone, mood, and purpose. Specific Objectives: Knowledge: Identify 3 speaker tones and their effects. Psychomotor: Use body and voice to change tone in a speech. Affective: Understand how tone affects people by listening to different speakers.
Content	Inferring the speaker’s tone, mood, and purpose.
Learning Resources	
PROCEDURE	Preparation: 1) Gather different examples of speeches, interviews, or presentations. 2) Prepare a worksheet for students to take notes on tone, mood, and purpose. 3) Prepare a rubric for assessment. Presentation: 1) Begin the lesson by introducing the concept of tone, mood, and purpose. 2) Provide examples of different tones, moods, and purposes. 3) Discuss the importance of understanding tone, mood, and purpose in communication. 4) Introduce the examples of speeches, interviews, or presentations to be analyzed. Lesson Proper or Discussion: 1) Divide the participants into pairs or small groups. 2) Provide each group with a different example of speech, interview, or presentation to analyze. 3) Instruct the groups to listen to the speech, interview, or presentation carefully and take notes on tone, mood, and purpose. 4) Allow participants to discuss their observations with their group members. 5) After the discussion, have each group present their findings to the class. 6) Encourage class discussion and ask participants to provide their insights on tone, mood, and purpose. Problem or Application: 1) Provide participants with a new speech or presentation to analyze independently. 2) Instruct the participants to take notes on the tone, mood, and purpose of the speech. 3) After the independent analysis, ask participants to share their findings in small groups. 4) Allow participants to discuss their findings and ask clarifying questions. Generalization or Abstraction: 1) Summarize the lesson by reviewing the importance of understanding tone, mood, and purpose in communication. 2) Ask participants to generalize the concept of tone, mood, and purpose to other areas of communication. 3) Encourage participants to apply the concept of tone, mood, and purpose in their everyday communication. Evaluation or Assessment: 1) Collect the worksheets completed by the participants. 2) Use the rubric to assess the participants' understanding of tone, mood, and purpose. 3) Provide feedback to the participants and offer areas for improvement. Closing or Quotation: "The tone of voice matters more than the words we say."

REMARKS	
DAY 1	Let's make sure we listen to each other and avoid interrupting. Everyone's insights are important for a successful class discussion.
DAY 2	I was impressed with your ability to identify the different elements of tone, mood, and purpose in the speeches, interviews, or presentations we analyzed yesterday. Keep up the good work!
DAY 3	Let's work on being more thorough in our analysis. Remember to consider not just the speaker's words, but also their body language and tone.
DAY 4	It was great to see you all identifying changes in tone, mood, and purpose within a speech or presentation. This shows that you're really grasping the concept.
DAY 5	I've seen a lot of growth in your ability to infer the speaker's tone, mood, and purpose this week. Great job applying what you've learned to real-life scenarios.
REFLECTION	I noticed areas where we could improve, such as providing more specific examples during analysis and being more thorough in our observations. These are areas we can work on in future lessons. Overall, I feel that this lesson was successful in achieving our objective and providing students with valuable skills that they can use in their everyday communication.